DOCUMENT RESUME

ED 168 297 FL 010 046

TITLE Foreign Languages, 9-12. Articulated Curriculum: Project Search, 1975.
INSTITUTION Utica City School District, N.Y.
PUB DATE 75
NOTE 22p.

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS Cultural Education; *Curriculum Development; *Language Instruction; *Language Skills; Listening Comprehension; Modern Language Curriculum; Reading Comprehension; *Secondary Education; *Second Language Learning; Speech Skills; Writing Skills

ABSTRACT

This curriculum was completed during phase III of Project SEARCH, a nationally validated project designed to humanize elementary and secondary education by creating, developing and implementing innovative models in the curriculum through an integration of the humanities and the arts. Project SEARCH is an attempt to help students apply both intellect and feeling to the problems of living and to develop reasoning skills. It is also an inter-school effort committed to joint inquiry, to collaborative action, and to interdependence among schools, school systems and other educational agencies. The program used the entire district-wide staff and special area personnel over a three-year period, totaling 800 teachers and about 13,000 students. The two major tasks carried out by the project were: to help teachers acquire curriculum development skills in order to horizontally and vertically articulate district-wide curricula; and to assist staff through a district-wide in-service training program. This articulated curriculum outlines foreign language instructional goals for students grades 9-12 for levels I-IV in the areas of speaking fluency, aural-oral comprehension, reading comprehension, culture insight, and writing fluency. (EJS)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED168297

Utica City School District

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Utica City School District

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC) AND USERS OF THE ERIC SYSTEM."

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

Articulated Curriculum

Project Search

1975

Draft Copy

FL010046

FOREWARD

This Articulated Curriculum is being printed and bound in this manner to provide for on-going revision. This also serves as evidence of work completed during Phase III of Project SEARCH.

FOREIGN LANGUAGES 9-12

ACKNOWLEDGEMENTS

TEAM LEADER: Pasquale A. Caputo

TEACHERS: Claire M. Colosimo, Frank J. DeVito, Gloria T. Dybas, Ilse W. Grausz, Joseph Jarostchuk, Constance E. Joynt, Jean Pettigrew, Warren Remonda, Guido Scalzi, Alfred J. Valentini

PROJECT SEARCH

ARTICULATED CURRICULUM

EDWARD J. PERRY

Superintendent of Schools

Project Search Administrative Team

BERNADETTE EICHLER: Administrator for Elementary Education

SENATRO D. LABELLA: Administrator for Secondary Education

DR. ANGELA M. ELEFANTE: Coordinator, Project Search

GERARD GRANIERO: Member, Board of Education

UTICA BOARD OF EDUCATION

MR. JOSEPH H. HOBIKA - President

MR. JAMES W. ALLEN - Vice-President

MRS. JEANNE ARCURI
MR. THOMAS CARVILLE
MR. GERARD GRANIERO
MRS. FRANCES MARINO
MR. VITO MONTECALVO

August, 1975

MRS. ROSE DANELLA and NORMAN I. SIEGEL, both former Board Members deserve special mention for all their efforts on behalf of Project SEARCH.

UTICA CITY SCHOOL DISTRICT
13 Elizabeth Street, Utica, New York 13501

SPEAKING FLUENCY

The student will know:

- basic vocabulary and grammatical structures which will enable him to speak the foreign language within the scope of Level I.

The student will:

- recite a simple dialogue dealing with each of the following area:

greetings	school subjects
health	colors
weather	sports
time	simple clothing
days-months	introductions
seasons	foods
numbers	rooms of a house

- respond to commands:
  Ex. Teacher: Mary, ask Louise where she lives.
  Mary: Louise, where do you live?
- recite memorized dialogues, poems or skits.
- respond to directed dialogues
- complete structure drills; replacement and item substitution drills.
- describe a situation which is related to a learned dialogue.

AURAL-ORAL COMPREHENSION

The student will know:

- basic vocabulary and grammatical structures.

The student will:

- listen to passages in the target language and will answer questions orally, based on the passage.
- role-play in a dialogue situation.

AURAL-ORAL COMPREHENSION

- summarize in his own words in the target language what he has heard.
- respond to directed dialogues; commands
- recite a simple dialogue dealing with each of the following areas:

greetings	school subjects
health	colors
weather	sports
time	simple clothing
days-months	introductions
seasons	foods
numbers	rooms of the house

- select the correct completion or rejoinder to a statement read by the teacher.
- answer questions based on tape recordings.

READING COMPREHENSION

The student will know:

- basic vocabulary and structures which will enable him to read materials within the scope of Level 1.

The student will:

- answer, both in writing and orally, simple questions based on a passage in the reading text.
- be able to select the correct completion or rejoinder to a passage read in class.

CULTURE INSIGHT

The student will know:

- the geography and major customs of the respective countries or countries.

The student will:

- draw a map of the country and its possessions

CULTURE INSIGHT

- identify the various regions on a map.
- sing some regional songs.
- name the principal holidays.

WRITING FLUENCY

The student will know:

- basic vocabulary and structures which will enable him to write the foreign language within the scope of Level I.

The student will:

- write from dictation.
- copy language patterns.
- write responses involving substitutions, completions, - - and transformations.
- write grammatically correct answers to reading comprehension questions.

SPEAKING FLUENCY

The student will know:

- basic vocabulary and grammatical structures which will enable him to speak the foreign language within the scope of level II.

The student will:

- respond to questions, cues and other stimuli.
- ask appropriate questions and make meaningful response in the target language.
- act out skits.
- describe a situation shown in a picture.
- will complete structure drills.

AURAL-ORAL COMPREHENSION

The student will know:

- basic vocabulary and grammatical structures which will enable him to understand the spoken language within the scope of Level II.

The student will:

- listen to passages in the target language, and will answer questions orally based on the passages.
- role play in a dialog situation.
- summarize in his own words a passage read to him.
- respond to directed dialogues.

READING COMPREHENSION

The student will know:

- basic vocabulary and grammatical structures which will enable him to read the foreign language within the scope of Level II.

The student will:

- reread a given narrative, changing the verb to another tense.
- reread a given narrative, changing from one person to another.
- answer, both in writing and orally, simple questions based on a passage in the reading text.

READING COMPREHENSION

The student will:

- be able to select the correct completion or rejoinder to a passage read in class.

CULTURAL INSIGHT

The student will know:

- the basic culture of the target country.

The student will:

- list the differences between his educational system and that of the target country.
- sing folk songs.
- play some national or regional games.
- plan a menu for a family meal.

WRITING FLUENCY

The student will know:

- basic vocabulary and grammatical structures which will enable him to write the foreign language within the scope of Level II.

The student will:

- compose sentences.
- complete paragraphs.
- write short paragraphs.
- write dialogues.
- rewrite given paragraphs in another tense.
- rewrite a given paragraph in another person.

CULTURAL INSIGHT

The student will know:

- will develop a sympathetic comprehension of the people of the target country through insights into their characteristics and behavior patterns.

The student will:

- read newspaper articles, magazines, texts and short stories based on the culture of the country and discuss, evaluate and/or compare similarities and differences between the two cultures.
- attend a cultural function when scheduled in the area and review it orally or in writing.
- select a culturally based topic and prepare a project,

  i.e. cooking
  pinata
  dance
  game
  music

WRITING FLUENCY

The student will know:

- vocabulary and structures which will enable him or her to write the foreign language within the scope of Level III.

The student will:

- see or hear a setting for a conversation and the statements of one speaker and will write the responses of the second speaker.
- write a directed composition of ten sentences.

READING COMPREHENSION

The student will know:

- vocabulary and structures which will enable him or her to read materials within the scope of Level III.

The student will:

- read narratives, short stories and newspaper articles within the range of the pupil's experience and -

  answer questions based on these readings.

READING COMPREHENSION

complete multiple choice type questions.

complete a partial statement based on the basic text.

answer whether a statement relating to the passage is true or false.

AURAL-ORAL COMPREHENSION

The student will know:

- appropriate vocabulary and grammatical structures to understand the spoken language and be able to converse with another person.

The student will:

- converse with another person on topics within the range of the pupils' experience.

  sports
  travel
  dining
  shopping
  school
  extra-curricular activities
  music
  holidays
  daily life

- take the role of the second speaker, after hearing a setting for a conversation and the statement of one speaker.

- be shown a picture and will describe in the target language what he sees.

READING...WRITING...SPEAKING

The student will know:

- vocabulary and grammatical structures to converse, to read, and to write within the scope of the student's experience.

The student will:

- read selections, short stories, novels, plays, poems and newspaper articles according to the interests and abilities of the class.
- discuss in the target language the plot, characters, and setting of the materials in the reading selections.
- write in the target language a resume of the reading selection, a description of characters and setting and/or his or her opinion of the selection.
- write in the target language an original composition of approximately fifteen sentences.

CULTURAL INSIGHT

The student will know:

- recognize the universality of human experience and cultural and aesthetic appreciations of individual growth.

Cultural activities are coordinated into a unified whole to present a balanced picture of the civilization in the foreign language; coordinated with reading and audio-lingual experiences, highlights in the contributions of the country studies to western civilization in the realms of literature, art, music, drama, the dance, and science.

The student will:

- discuss, evaluate, contrast and compare the target country with relation to his own.
- act out a typical cultural situation -

  at the market; bus riding; at the theater;

  sporting events; dining.